

## **Reading Clinic**

### **Increasing Your Child's Reading Fluency**

#### Today's Agenda

1. Definition of Fluency
2. How to Select Appropriate Reading Materials
3. Goals for Fluency by Grade Level
4. Research-Based Guidelines for Building Fluency
5. Fluency Building Activities:
  - Word Level
  - Phrase Level
  - Passage Level
6. Published Fluency Building Programs
7. Web Resources

## Definition of Fluency:

“Reading fluency refers to **efficient**, effective word recognition skills that permit a reader to construct meaning of text. Fluency is manifested in **accurate**, rapid, **expressive** oral reading and is applied during and makes possible, silent reading **comprehension**” (Pilulski & Chard, 2005, p. 3).

Fluency is a critical gateway to comprehension.

Fluency is reading words with no noticeable cognitive or mental effort. It is having mastered word recognition skills to the point of overlearning. Fundamental skills are so “automatic” that they do not require conscious attention (Big Ideas in Beginning Reading website).

Examples of Automaticity:

- playing a musical instrument
- playing a sport (serving a tennis ball)
- riding a bike

Accuracy first, then fluency! Must select passages that are within the learner's decoding range.

fluency does NOT equal speed reading!

**Reading prosody** = the skill of reading aloud with proper intonation, phrasing, and expression

## Selecting Appropriate Reading Material

Focus on accuracy!

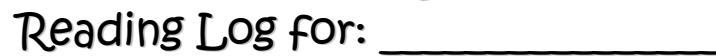
Independent Reading Level: \_\_\_\_

Instructional Reading Level: \_\_\_\_

Frustration Reading Level: \_\_\_\_

### To determine if a book is at a child's reading level:

- First, check the back of the book to see if a grade level is listed. This will be a pretty good indication of the difficulty level of the book. (You'll want to select books that match your child's instructional level - not necessarily your child's current grade level.)
- If a grade level is not listed or if you want to double check that the book is at the right level, mark off a passage of 100 words. (This can be on any page of the book.) Ask your child to read the marked passage aloud to you. Mark each error the student makes as he/she reads. Total the number of errors made and subtract from 100. This is the accuracy rate of your child for the book.
- Select a book that is at least at a child's instructional level (see table above).
- For children who are reading at the third grade level or above, it is beneficial to include silent reading on a regular basis. I recommend that parents begin each evening by having the child read 2-3 pages aloud. Then, the parent can assign a few pages for the child to read silently. The parent should read the pages ahead of time so they will be familiar with the content and be able to ask a couple of oral comprehension questions to check for understanding when the child has finished reading.
- Providing a reading log is a good way to track the reading that is completed at home. Parents can note the date, title of the book, pages read, and sign off after each reading session. Offer an incentive for pages read 😊.

[illegible]

# 2006 Hasbrouck & Tindal Oral Reading Fluency Data

Jan Hasbrouck and Gerald Tindal have completed an extensive study of oral reading fluency. The results of their study were published in a technical report entitled, "Oral Reading Fluency: 90 Years of Measurement," which is available on the University of Oregon's website, [brt.uoregon.edu/tech\\_reports.htm](http://brt.uoregon.edu/tech_reports.htm), and in *The Reading Teacher* in 2006 (Hasbrouck, J. & Tindal, G. A. (2006). Oral reading fluency norms: A valuable assessment tool for reading teachers. *The Reading Teacher*. 59(7), 636-644.).

The table below shows the mean oral reading fluency of students in grades 1 through 8 as determined by Hasbrouck and Tindal's data.

You can use the information in this table to draw conclusions and make decisions about the oral reading fluency of your students. **Students scoring 10 or more words below the 50th percentile using the average score of two unpracticed readings from grade-level materials need a fluency-building program.** In addition, teachers can use the table to set the long-term fluency goals for their struggling readers.

**Average weekly improvement** is the average words per week growth you can expect from a student. It was calculated by subtracting the fall score from the spring score and dividing the difference by 32, the typical number of weeks between the fall and spring assessments. For grade 1, since there is no fall assessment, the average weekly improvement was calculated by subtracting the winter score from the spring score and dividing the difference by 16, the typical number of weeks between the winter and spring assessments.

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
1	90		81	111	1.9
	75		47	82	2.2
	50		23	53	1.9
	25		12	28	1.0
	10		6	15	0.6
2	90	106	125	142	1.1
	75	79	100	117	1.2
	50	51	72	89	1.2
	25	25	42	61	1.1
	10	11	18	31	0.6

\*WCPM = Words Correct Per Minute

Grade	Percentile	Fall WCPM*	Winter WCPM*	Spring WCPM*	Avg. Weekly Improvement**
3	90	128	146	162	1.1
	75	99	120	137	1.2
	50	71	92	107	1.1
	25	44	62	78	1.1
	10	21	36	48	0.8
4	90	145	166	180	1.1
	75	119	139	152	1.0
	50	94	112	123	0.9
	25	68	87	98	0.9
	10	45	61	72	0.8
5	90	166	182	194	0.9
	75	139	156	168	0.9
	50	110	127	139	0.9
	25	85	99	109	0.8
	10	61	74	83	0.7
6	90	177	195	204	0.8
	75	153	167	177	0.8
	50	127	140	150	0.7
	25	98	111	122	0.8
	10	68	82	93	0.8
7	90	180	192	202	0.7
	75	156	165	177	0.7
	50	128	136	150	0.7
	25	102	109	123	0.7
	10	79	88	98	0.6
8	90	185	199	199	0.4
	75	161	173	177	0.5
	50	133	146	151	0.6
	25	106	115	124	0.6
	10	77	84	97	0.6

\*\*Average words per week growth

## Research-Based Guidelines for Building Fluency

- **Modeling fluent oral reading** using teacher read-alouds and as part of repeated reading interventions (Blevins, 2001; Rasinski, 2003, Chard et al., 2002 as cited in Hudson, Lane & Pullen, 2005).

**Providing oral support and modeling** for readers using assisted reading, choral reading, paired reading, audiotapes and computer programs (Rakinski, 2003 as cited in Hudson, Lane & Pullen, 2005).

- **Reading to an adult.** Studies where students read out loud to an adult at some point during the intervention showed significantly better results than studies in which the student read to a peer (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Clearly stated purpose focused on comprehension.** Studies where the intervention made it clear that the student's efforts were to improve overall reading proficiency had significantly better results than interventions where this was unclear or if it emphasized rate of reading (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Repeatedly reading passages 3-4 times.** Interventions in which students read three or four times produced significantly better effects than interventions in which students read fewer than three times. There was no added benefit to reading a passage more than four times (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Encouraging prosody development through cueing phrase boundaries** (Rasinski, 2003; Schreiber, 1980 as cited in Hudson, Lane & Pullen, 2005).

- **Establishing a reading goal and providing corrective feedback.** Studies in which students received corrective feedback on errors resulted in significantly better student outcomes than studies where students simply practiced independently. Studies in which there was a clearly marked goal in the passage yielded better outcomes than studies without an indication of success for the students to meet (Therrien, 2004 as cited in Harn & Chard, 2008).

- **Providing students with plenty of materials at their independent reading level** to read on their own (Allington, 2000 as cited in Hudson, Lane & Pullen, 2005).

**Word Dash**  
**Horizons C-D Bk1: Words for Lessons 7-8**

Read the words on the chart. If you finish, start back up at the top and read the chart again until the timer says stop.

hour	catch	minutes	weight	pranced	sugar
straight	poodles	week	tiptoes	slobbering	sizes
pranced	hour	weight	sugar	minutes	straight
tiptoes	pranced	slobbering	catch	poodles	sugar
straight	week	hour	poodles	sizes	minutes
catch	sizes	week	slobbering	weight	tiptoes

Mark the last word you read. How many words did you read? 1st Trial \_\_\_\_\_

2nd Trial \_\_\_\_\_ 3rd trial \_\_\_\_\_ 4th Trial \_\_\_\_\_ 5th Trial \_\_\_\_\_ 6th trial \_\_\_\_\_



## Word Dash

Directions: The goal is for your child to read at a rate of one word per second. For 30 seconds, the goal is 30 words. Children must be able to read the words accurately before completing a timed word dash. Begin by having your child read the words in the top two rows without timing him or her. If your child makes an error, correct him/her and begin the row again. If your child made no more than 1 or 2 errors in the warm up, and read the rows successfully after the correction(s), you may complete the word dash. Set a timer for 30 seconds, and ask your child to read the words across the rows. When the timer goes off, record the number of words read in the lines below. Complete at least 3 trials, trying to increase total words read with each successive trial.


Mark the last word you read. How many words did you read?

1st Trial \_\_\_\_\_ 2nd Trial \_\_\_\_\_ 3rd trial \_\_\_\_\_ 4th Trial \_\_\_\_\_ 5th Trial \_\_\_\_\_ 6th trial \_\_\_\_\_



**F.006**

# Fluency

**Words****Give Me Five**

## Objective

The student will gain speed and accuracy in reading words.



## Materials

- ▶ High frequency word cards (Activity Master F.006.AM1a - F.006.AM1g)  
*These are 140 multisyllabic words found in the first 500 high frequency words.*
- ▶ Timer (e.g., digital)
- ▶ Words correct per minute record (Activity Master F.006.AM2)
- ▶ Pencils



## Activity

Students take turns reading word cards in a timed group activity.

1. Place word cards face down in a stack. Provide each group of students with a timer and one words correct per minute record.
2. Student one sets the timer for one minute, picks up the first word card from the stack, reads it aloud, and places it in the discard pile. If unable to read a word on the card, makes attempts while another student counts to five. If still unable to read it, places it under the stack.
3. As soon as the card is placed in the discard pile, the next student quickly picks up a word card from the stack and reads it.
4. Students continue to pick up cards and read the words until the timer rings.
5. Student one counts and records the number of words read in one minute on the group record. Passes group record and timer to the next student.
6. Repeat the activity, attempting to increase speed and accuracy.
7. Peer evaluation

**“country, father, never, contain, decided”**

1 <sup>st</sup> try	_____ words
2 <sup>nd</sup> try	_____ words
3 <sup>rd</sup> try	_____ words
4 <sup>th</sup> try	_____ words
5 <sup>th</sup> try	_____ words



## Extensions and Adaptations

- ▶ Distribute all cards and take turns reading them in sequence. State number and then read words.
- ▶ Make other high frequency word cards (Activity Master F.006.AM3).
- ▶ Use phrases and sentences.
- ▶ Time how long it takes one student to read all word cards (Activity Master F.005.AM3).

# Fluency

Give Me Five

F.006AM1a

other  
about  
many  
circle  
include

1

heavy  
special  
material  
into  
number

2

people  
water  
over  
order  
cannot

3

power  
among  
object  
only  
very

4

high frequency word cards



after  
sentence  
before  
government  
equation

5

thousands  
language  
explain  
follow  
around

6

another  
because  
different  
common  
understand

7

behind  
system  
ago  
picture  
again

8



# Fluency

Give Me Five

F.006.AM1c

away  
animal  
letter  
machine  
inside

9

island  
scientists  
carefully  
mother  
answer

10

study  
America  
every  
nothing  
ocean

11

building  
produce  
surface  
between  
below

12

high frequency word cards



country  
father  
never  
contain  
decided

13

inches  
minutes  
became  
under  
story

14

along  
something  
example  
person  
quickly

15

correct  
finally  
English  
begin  
always

16



# Fluency

Give Me Five

F.006.AM1e

paper  
together  
important  
upon  
travel

17

certain  
figure  
notice  
until  
children

18

began  
river  
carry  
busy  
money

19

slowly  
table  
numeral  
without  
second

20

high frequency word cards



later  
idea  
enough  
pattern  
against

21

hundred  
vowel  
morning  
become  
really

22

almost  
above  
sometimes  
toward  
himself

23

several  
covered  
listen  
mountain  
being

24



# Fluency

Give Me Five

F.006.AM Ig

family  
body  
music  
early  
remember

25

measure  
happened  
products  
color  
question

26

area  
problem  
complete  
however  
better

27

during  
today  
across  
usually  
easy

28

high frequency word cards





## Words Correct Per Minute

1 <sup>st</sup> try	_____ words
2 <sup>nd</sup> try	_____ words
3 <sup>rd</sup> try	_____ words
4 <sup>th</sup> try	_____ words
5 <sup>th</sup> try	_____ words

## Words Correct Per Minute

1 <sup>st</sup> try	_____ words
2 <sup>nd</sup> try	_____ words
3 <sup>rd</sup> try	_____ words
4 <sup>th</sup> try	_____ words
5 <sup>th</sup> try	_____ words


blank cards



**Objective**

The student will gain speed and accuracy in reading words.

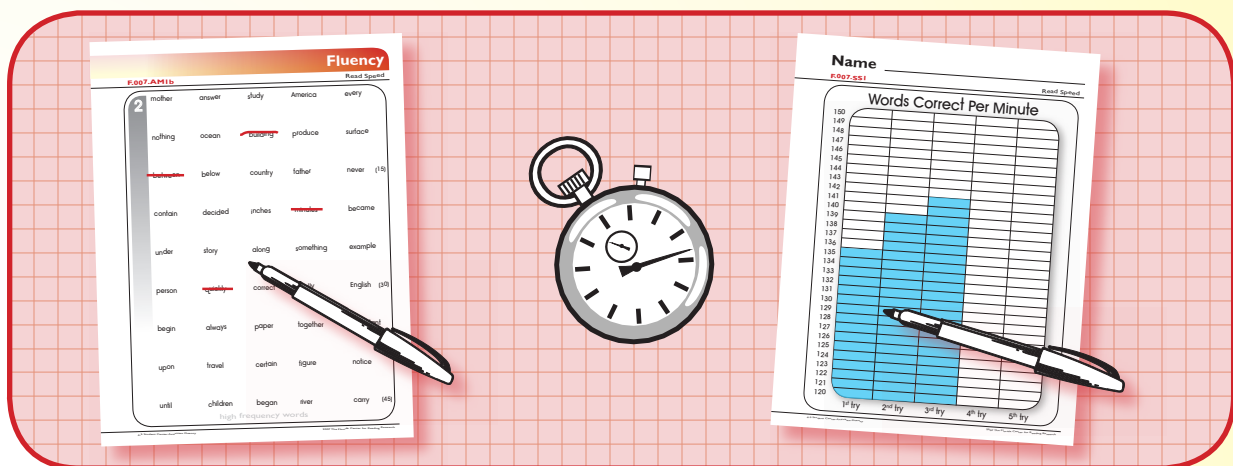
**Materials**

- ▶ Word practice sheets (Activity Master F.007.AM1a - F.007.AM1c)  
*These are 135 multisyllabic words found in the first 500 high frequency words.  
Each sheet consists of 45 different words.  
Make two copies of each sheet and laminate.*
- ▶ Words correct per minute graph (Activity Master F.007.SS1)
- ▶ Timer (e.g., digital)
- ▶ Colored markers
- ▶ Vis-à-Vis® markers

**Activity**

Students quickly read words on a practice sheet in a timed activity.

1. Place timer on a flat surface. Provide each student with a word practice sheet, Vis-à-Vis® marker, and a words correct per minute graph.
2. Taking turns, students practice reading the words aloud to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on his sheet and uses a Vis-à-Vis® marker to mark any words that are read incorrectly. If all words are read, goes back to the top and continues until timer rings.
5. Student one counts number of words read correctly. Student two records the number of words read correctly on his words correct per minute graph using a colored marker.
6. Repeat the activity at least two more times attempting to increase speed and accuracy.
7. Reverse roles.
8. Peer evaluation

**Extensions and Adaptations**

- ▶ Use graph with less fluent readers (Activity Master F.007.SS2) and use other graphs with more fluent readers (Activity Masters F.007.SS3 and F.007.SS4).
- ▶ Use graphs to record weekly progress (Activity Masters F.016.SS2 and F.016.SS3).
- ▶ Use blank graph. Indicate words per minute target numbers (Activity Master F.007.SS5).

# Fluency

Read Speed

**F.007.AM I a**

1

many	circle	include	carefully	scientists
heavy	special	material	busy	number
people	water	government	able	cannot (15)
power	among	object	only	very
after	sentence	before	over	equation
thousands	language	explain	follow	around (30)
another	because	different	common	understand
behind	system	order	picture	again
away	animal	letter	machine	inside (45)

high frequency words

2

mother	answer	study	America	every	
nothing	ocean	building	produce	surface	
between	below	country	father	never	(15)
contain	decided	inches	minutes	became	
under	story	along	something	example	
person	quickly	correct	finally	English	(30)
begin	always	paper	together	important	
upon	travel	certain	figure	notice	
until	children	began	river	carry	(45)

high frequency words

# Fluency

Read Speed

**F.007.AM1c**

3

money	slowly	table	numeral	without	
second	later	idea	enough	pattern	
against	hundred	vowel	morning	Indian	(15)
really	almost	above	sometimes	toward	
himself	several	covered	listen	mountain	
being	family	body	music	early	(30)
remember	measure	happened	products	color	
question	area	problem	complete	however	
better	during	today	across	usually	(45)

high frequency words

## Read Speed

[illegible]

## 5<sup>th</sup> try



### Objective

The student will gain speed and accuracy in reading phrases.



### Materials

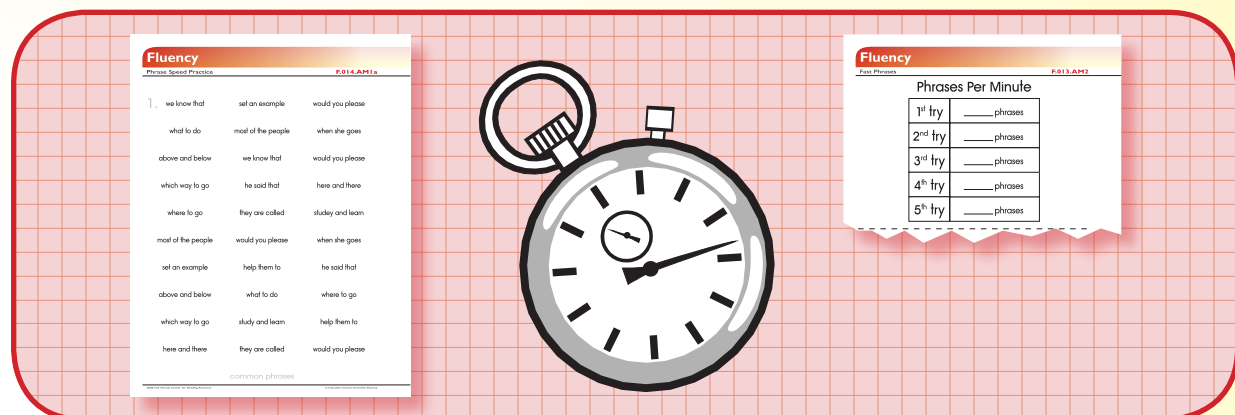
- ▶ Phrase practice sheets (Activity Master F.014.AM1a - F.014.AM1d)  
*Make two copies of each sheet and laminate. Note: These phrases were developed using high frequency and other grade level words. Some phrases repeat and some have repeating words.*
- ▶ Phrases correct per minute record (Activity Master F.013.AM2)
- ▶ Timer (e.g., digital)
- ▶ Vis-à-Vis® markers



### Activity

Students quickly read phrases in a timed activity.

1. Place the phrase practice sheets and timer at the center. Provide each student with a phrases correct per minute record.
2. Taking turns, students select a practice sheet and practice reading the phrases to each other.
3. Student one sets the timer for one minute and tells student two to “begin.”
4. Student two reads across the page while student one follows on her copy and uses a Vis-à-Vis® marker to mark any words in the phrases that are read incorrectly. If all the phrases on the sheet are read, go back to the top and continue.
5. Continue until the timer goes off. Student one marks the last word read. Student two counts the number of total phrases read correctly. (To count the phrase as correct, all the words in the phrase must be read correctly.)
6. Student two records number of phrases read correctly on her phrases correct per minute record.
7. Repeat the activity at least two more times attempting to increase speed and accuracy.
8. Reverse roles.
9. Teacher evaluation



### Extensions and Adaptations

- ▶ Use other phrases.
- ▶ Graph individual words read correctly. Use graph F.025.SS2 or F.025.SS3.



# Fluency

## Phrase Speed Practice

**F.014.AM1a**

1.

we know that

set an example

would you please

what to do

most of the people

when she goes

above and below

we know that

would you please

which way to go

he said that

here and there

where to go

they are called

study and learn

most of the people

would you please

when she goes

set an example

help them to

he said that

above and below

what to do

where to go

which way to go

study and learn

help them to

here and there

they are called

would you please

common phrases

2.

help me out

just the same

watch the game

on my side

it never happened

in my head

seemed so good

turn the page

show us around

they did go

one more time

each of us

the same page

there you are

part of the time

you can see

you show us

a good day

one more game

the same day

turn my head

help us see

show it to me

they seemed good

it happened there

you never watch

each day you can

the same game

time of day

the good game

common phrases

# Fluency

## Phrase Speed Practice

**F.014.AM1c**

3.

in the story

all day long

next to the house

it's important to

we thought that

many children are

my name is

just in time

now and then

how will they

there have been

when she goes

think about it

he said that

once in a while

there have been

it's important to

when she goes

my name is

once in a while

now and then

how will they

next to the house

he said that

in the story

we thought that

many children are

think about it

all day long

just in time

common phrases

4.

to the store

next to the couch

during the day

my mom and I

a good time

my brothers and sisters

all the time

at night

you can do it

peas, carrots, and corn

near the school

my sister said

in the water

by the way

and after that

part of the way

my dad and I

to the school

next to the table

a great time

and before that

smart, sweet, and happy

during the night

she can do it

my grandmother said

at home

my aunts and uncles

by the house

in the lake

near the tree

common phrases

## Phrases Correct Per Minute

1 <sup>st</sup> try	_____ phrases
2 <sup>nd</sup> try	_____ phrases
3 <sup>rd</sup> try	_____ phrases
4 <sup>th</sup> try	_____ phrases
5 <sup>th</sup> try	_____ phrases

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## Phrases Correct Per Minute

1 <sup>st</sup> try	_____ phrases
2 <sup>nd</sup> try	_____ phrases
3 <sup>rd</sup> try	_____ phrases
4 <sup>th</sup> try	_____ phrases
5 <sup>th</sup> try	_____ phrases



### Objective

The student will read with proper phrasing, intonation, and expression in chunked text.



### Materials

- ▶ Passage (Activity Master F.016.AM1)  
*Single slashes (/) denote short pauses and double slashes (//) denote the end of sentence (//).*
- ▶ Timer (e.g., digital)



### Activity

Students read text which has been divided into meaningful phrases by slash marks.

1. Rank students by reading ability from highest performing to lowest performing. Split the class in half and pair the top ranked high-performing student with the top ranked low-performing student. Continue pairing in that order.
2. Provide each student with a copy of the text. Place timer at the center.
3. Working in pairs, student one (higher performing student) reads the entire text pausing briefly between chunks (or phrases) as denoted by slash marks.
4. Student two (lower performing student) repeats the reading by chunks, emphasizing the pauses at slash marks.
5. Repeat the activity using a timer to quicken the pace.
6. Peer evaluation

**Fluency**  
Chunk-King F.016.AM1

Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

"Thank you / for showing me your park," / said Uncle Bill. // "It is a special place / in the summer / and in the winter." //

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### Extensions and Adaptations

- ▶ Use other passages within instructional-independent reading level range.
- ▶ Partner read the passage, taking turns reading sentences.

## Walks in the Park

When Uncle Bill / came to visit / on the 4th of July, / Jim took him / for a walk / in the park. // All the trees were green. // The grass was green / and there were many flowers. // People had shorts on. // Uncle Bill got Jim / an ice cream cone. // At night / they watched the fireworks. //

When Uncle Bill / came to visit / in the winter / they went back to the park. // Now the grass was brown. // There were no flowers. // When it began to get dark, / small lights twinkled / in the trees. //

“Thank you / for showing me your park,” / said Uncle Bill. // “It is a special place / in the summer / and in the winter.” //

# Extra Fluency Building Activity

*Below is a 3-step fluency building activity to do each day after completing the lesson. The goal of this activity is to help the student become more fluent with reading connected text.*

## Step 1: Choral Read

- Pick 2-3 paragraphs from that day's story
- Read those paragraphs together, with the tutor setting an appropriate pace
  - o The pace should not be so fast that the student cannot keep up, but not so slow that the student does not benefit from the activity
  - o While reading with the student, model appropriate intonation, expression, phrasing, etc.

## Step 2: Slide and Glide with Phrases

- With the same 2-3 paragraphs read during the choral read, tutor and student will alternate reading phrases
- Tutor will read the first part of the sentence and stop at an appropriate time (e.g., at a comma or a natural break in the sentence)
  - o Don't stop in the middle of a phrase
- Student will read the rest of the sentence
- Tutor will begin the next sentence and carry on in this manner until the 2-3 paragraphs are complete

## Step 3: Timed Readings

- Student will read the same text as read during the choral read and slide and glide for two 1-minute timed readings
- Tutor will remind student of goal and underline the word the student needs to get to in the passage
- Tutor will record the scores for both timed readings on the Timed Reading table
- The score will be the number of words read correct in 1 minute (total number of words read – errors = wcpm)
- Student will graph the first score the student earns. (Make sure the goal is marked on the graph.)
- The goal of the second timed reading is for the student to read more wcpm than on the first timed reading
- Be sure to give the student feedback on their progress. Tell them their score after each timed reading ("Wow, you just read 93 cwpm!"), give them feedback on their errors, and then complete the second timed reading.

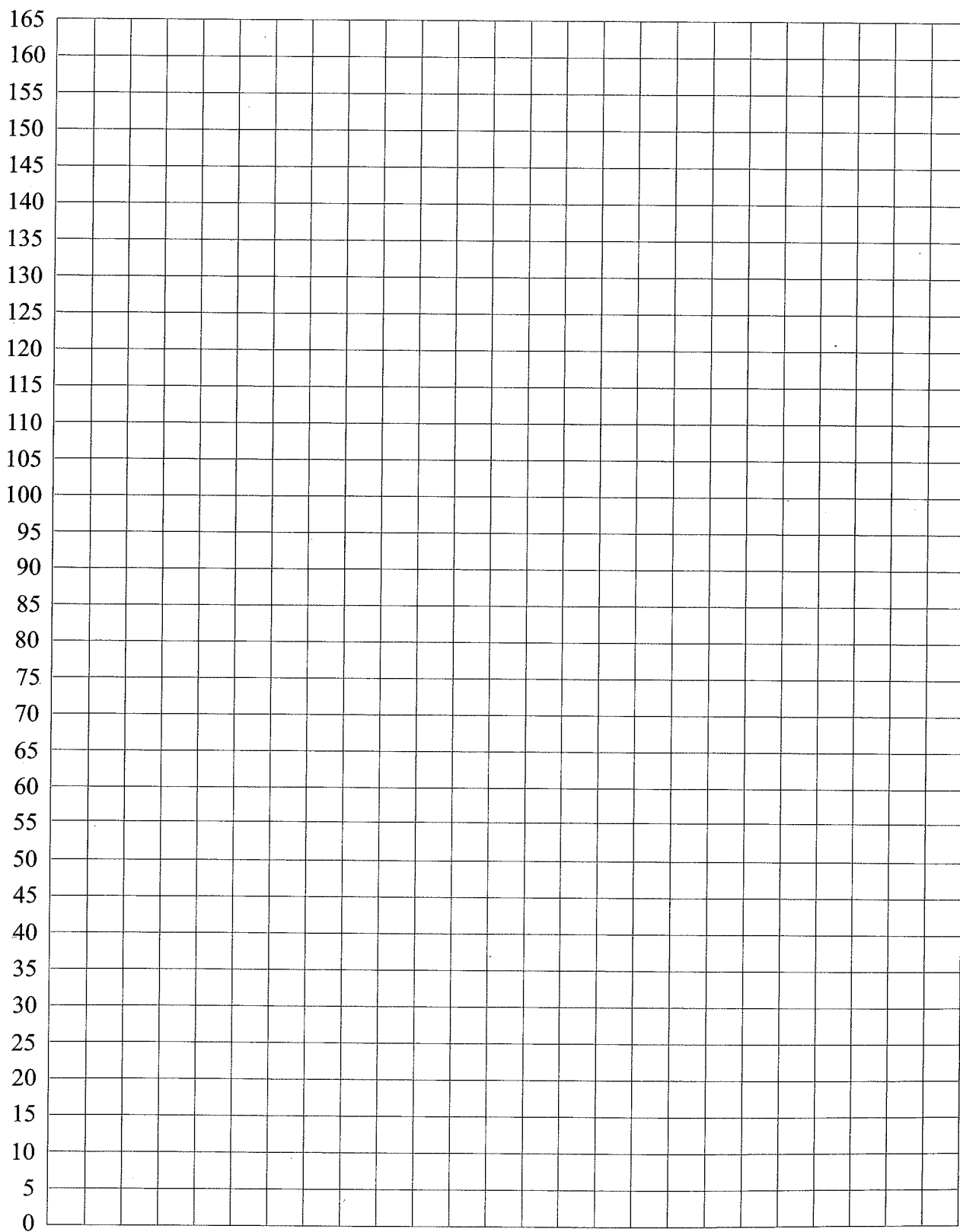




## Timed Readings

Student: \_\_\_\_\_

[illegible]



Story																				
Date																				

Name \_\_\_\_\_ Level \_\_\_\_\_



## Parent Resources for Fluency

Big Ideas in Beginning Reading – <http://reading.uoregon.edu/>

CTL Reading Clinic Parent Page – <http://ctlreadingclinic.uoregon.edu/parents.html>

Florida Center for Reading Research – <http://fcrr.org>

Read Naturally – <http://readnaturally.com/>

University of Utah Reading Clinic – <http://www.uurc.utah.edu/Parents/Tips.php>



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